**Instructions**

Please supply requested information in the blue-shaded areas and indicate any attachments that have been included. Where appropriate, supporting documentation may be referenced by specific page and/or paragraph number(s).

**If any of this response contains confidential information, as defined by IC 5-14-3, provide a separate redacted (for public release) version of this document. Specify which statutory exception of APRA applies and provide a description explaining the manner in which the statutory exception to the APRA applies.**

**Respondent Name: WestEd**

| **Clarification Question** | **Respondent Response** |
| --- | --- |
| 1. Clarify the role for Dr. Steve Ferrara regarding his relationship to the national expert panel or if he contributes in another way? | Dr. Ferrara will serve on the national expert panel and serve as an advisor to the Cognia team on test design and accommodations as they develop sample forms. |
| 1. How will the paper test integrate the specific student’s accommodations but also demonstrate accommodation needs of the students based on their IEP?  Also, clarify how the assessment offered on paper will transfer to operational intent and parameters for an online assessment. | WestEd will use IDOE’s most recent accessibility and accommodations information for statewide assessments to determine what accessibility features and accommodations are necessary for the administration of the exemplar forms. All accommodations available for the paper version of the I AM will be made available. Some of the currently-available accessibility features (e.g. expandable passages) are not relevant to a paper test, and other accessibility features and accommodations can easily be utilized with a paper test, such as highlighters, manipulatives, tools to mask text, human readers, individual testing, use of a calculator, student read-aloud, additional breaks, extended time, headphones for noise buffering, scratch paper, and scribing/dictation. During the recruitment process, we will gather additional information about the specific accommodations needed for participating students (we may also be able to use information from previous I AM administrations for this purpose also). Using this information, we can bring any additional materials (e.g. enlarged-size font booklets, color cellophanes) needed for testing.  The paper test is intended as a proof of concept of new item types and item progressions to inform development of a through-year design. We will be assessing whether the items elicit the desired cognition from the student. Additional usability studies may be helpful once items are entered into an online system, but the purpose would be to enhance the system, not to change the item. Although it might be ideal to test online, WestEd does not have an operational test delivery engine. Further, we believe that the literature review, policy scan, and input from experts and practitioners will provide sufficient information on how best to develop and translate exemplar items for an online context. For example, some research (including IDOE’s own) suggests that certain types of technology enhancements do not work well for students with significant cognitive disabilities. The Detailed Scope of Work document notes that educators reported that text-to-speech used for online testing was not accessible for students and the EdMetric white paper included with the RFP describes research suggesting that drag and drop items requiring use of a mouse and multi-select items can also be problematic. The most popular types of technology-enhanced items, such as matching, can be replicated on paper. Administration of assessments for students with significant cognitive disabilities requires teachers or other familiar adults to interact directly with students. We believe that the types of administration instructions included in an online system can effectively be provided on paper and note that most online alternate assessment programs (e.g. DLM) offer teachers suggestions for using manipulatives and entering student responses themselves anyway.  The Detailed Scope of Work document calls for “small-scale data collection events.” The sample size for WestEd’s proposed cognitive labs will not be large enough to produce psychometric parameters. Instead, we propose to use simulated data to develop a model for summative scoring and accounting for missing data. As noted on page 25 of the proposal, if possible, we would work with the I AM test administration vendor to administer the fall form to a representative set of students for each of the two grade/subject tests developed at the beginning of the school year. These additional data would aid the analyses, psychometric models, and ensure that the simulated data is a reasonable approximation of actual data. Such a process would also aid in initial conversion of items administered via paper to an online context. |
| 1. For the cognitive lab, how will the paper assessment be managed for students with limited or no mode of communication?  Will these students be included and what rubric will be used? | As described on page 22 of our proposal, our intent is to include some students (1-2 students per grade) with limited or no consistent means of communication. Items for these students are typically multiple-choice items with manipulatives in which teachers work with students using eye gaze or touch, depending on a student’s specific disability. We anticipate using a separate rubric for these students, with the specific rubric selected or developed to be informed by the literature review and policy scan. For example, a rubric might focus on the amount of support given to the student during the assessment, with the goal of working on a small number of academic targets and reducing the support needed throughout the year (such a rubric is used in Florida, for instance). |
| 1. How will the students for the pilot be selected to ensure a broad range of student needs and demographics?  Which organization is responsible for recruitment? | Section 3C of the Detailed Scope of Work document indicates that “The data collection events will take place at the district and schools identified by the IDOE.” We assume IDOE-selected corporations and schools will offer a broad range of demographics (rural and urban schools, and variety in student background characteristics, for example). Within each corporation, we will select elementary and middle school students currently assessed with I AM. The first variable considered in selecting students will be their performance level on the previous I AM assessment, as we want to try out items with students with a range of proficiencies. Other key variables will be disability type and communication style. Our plan is to try out items with approximately 20 students per grade level (6-7 students per item), including at least one student with limited communication. Because the data collections are small-scale in nature, we cannot generalize to the full population, but we can provide a proof of concept for how exemplar items function with students of differing ability levels, disability types, and modes of communication. We will endeavor to select students representing other relevant subgroups (e.g. race/ethnicity, income status), but those variables will be secondary to achievement, disability type, and communication mode.  Working with specifications developed by WestEd and approved by IDOE, Briljent will carry out recruitment of students and teachers. Briljent will then conduct educator focus groups and BC*forward* will carry out cognitive lab observations; we do anticipate collaboration between these groups as recruitment and related work proceeds. |
| 1. On page 19 it mentions that content leads will perform the training for item development. Which organization will the content leads be from? | WestEd staff members will design the test blueprints and item specifications and then train Cognia item writers to ensure a common understanding of the intent of new items. Cognia will then develop the items and WestEd content leads will review them. |
| 1. IDOE does not currently deliver the LCI.  Are there other needs to consider for this if no longer given? | We assume we can use data from a previously-administered LCI to gather information on students for the cognitive labs. Moving forward, we would need to know only if the student has a consistent form of communication. That could be determined from a single question rather than a full inventory. |